REPORT RESUMES

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② NEW DESIGNS FOR LIBERAL ARTS COLLEGES, WORKSHOP CONFERENCES
TO FOSTER INNOVATION IN HIGHER EDUCATION (2D, LORETTO HEIGHTS
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*INSTRUCTIONAL INNOVATION, *EDUCATIONAL EXPERIMENTS,
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AFTER GENERAL REMARKS ON INNOVATIONS IN EDUCATION OVER THE YEARS, THE PROGRAMS OF SIX NEW LIBERAL ARTS COLLEGES WERE DESCRIBED BY REPRESENTATIVES OF THESE INSTITUTIONS--(1) THE FIELD-STUDY CENTER ("DISPOSABLE" OR "BEACHHEAD" COLLEGE), A JOINT PROPOSAL BY ANTIOCH AND GODDARD COLLEGES (OHIO), WITH ENROLLMENT FOR A PERIOD RANGING FROM A FEW WEEKS TO A YEAR, DEPENDING ON THE STUDENT'S PARTICULAR PROJECT, (2) HAMPSHIRE COLLEGE (MASS.) WITH ITS FOUR SCHOOLS AND THREE DIVISIONS, AUTONOMOUS BUT COOPERATING WITH NEARBY COLLEGES, AND DEVOTED TO THE PRINCIPLE OF EXPERIMENTATION TO IMPROVE HIGHER EDUCATION IN GENERAL, (3) SURMONTE, A LEARNING CENTER DESIGNED BY STUDENTS OF LORETTO HEIGHTS COLLEGE (COLORADO), TO MEET THE UNIQUE NEEDS OF STUDENTS, WITH PROGRAMS OF VARIABLE CONTENT AND NO SET DURATION, (4) THE ROGER WILLIAMS COLLEGE (MASS.) EXPERIMENTAL PROGRAM FOR THE JUNIOR DIVISION WITH A CORE OF COMMON STUDIES DESIGNED TO GIVE THE STUDENT A PHILOSOPHY OF LIFE AS AN EVER-CHANGING PROCESS, (5) THE STATE UNIVERSITY OF NEW YORK COLLEGE AT WESTCHESTER, WITH ITS ACADEMIC AND ARTS FACULTIES AND ITS EMPHASIS ON THE ENCOURAGEMENT OF CREATIVITY, ESPECIALLY IN THE FINE AND PERFORMING ARTS, AND (6) THE COLLEGE OF OAK RIDGE (TENN.), STRESSING THE CONCEPT OF THE EDUCATED MAN AS A FLEXIBLE, KNOWLEDGEABLE GENERALIST. (HH)

ERIC

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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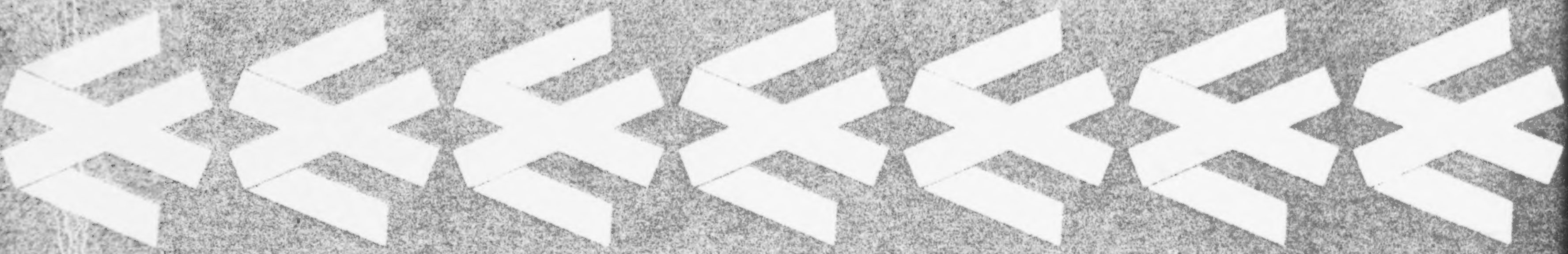
new designs for liberal arts colleges



workshop conferences to foster innovation in higher education

UNION FOR RESEARCH AND EXPERIMENTATION IN HIGHER EDUCATION

JC 670 954

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NEW DESIGNS FOR LIBERAL ARTS COLLEGES

The Second Conference on Innovation, held December 1-4, 1966, at Loretto Heights College, Winter Park, Colorado, under the auspices of the Union for Research and Experimentation in Higher Education.

Edited by George W. Bonham,
Science and University
Affairs, Inc., New York City

INTRODUCTION

CHANGE AND RENEWAL IN THE LIBERAL ARTS

This report on "New Designs for Liberal Arts Colleges" is based on a conference of educators and students which was held at Loretto Heights College, Winter Park, Colorado from December 1st to December 4th, 1966. It represents one of a series of four national and regional meetings sponsored by the Union for Research and Experimentation in Higher Education, under funds provided by the U.S. Office of Education.

All four conferences were designed to illuminate important facets of educational innovation, to foster interdisciplinary discussions, to cast light on important areas of educational processes, and to profile tradition and experimentation in the context of campus realities.

In addition to the excellent papers presented in the following pages, the reader is given an opportunity to study prospectuses and discussions of six new liberal arts institutions. Four of these--Hampshire College, State University of New York College at Westchester, Roger Williams College, and the College of Oak Ridge--are currently on the drawing board and are in various stages of creation. Two additional patterns of liberal arts institutions--a new kind of field-study center or problem-oriented college, proposed by a joint Antioch-Goddard study group, and a proposal developed by a group of students at Loretto Heights College--represent ideas which are now in the first stage of incubation, and which stand a good change of being turned into practical reality.

Never in the history of higher education has there been a more urgent need to develop fresh approaches and to bring to it the pervading dynamics of change, so that institutions may fully adapt themselves to a much-changed world. It is only by this kind of intellectual colloquia among students, faculty and administrators that the concepts of academic innovation will find form and take root in our educational system. The fact that these discussions have succeeded in joining the enthusiasm and prolific energies of so many bright minds augurs well for the future of American education.

Samuel Baskin
President, Union for Research
and Experimentation in
Higher Education

THE TRANSFORMATION OF THE ARTS

Dr. Harold Taylor

I have deliberately chosen the term "The Transformation of the Arts" as a way of talking about what we may do over these coming years with the colleges in the United States and in educational institutions linked with them in other countries. I wish to put it in a framework which includes an entire world community of scholars and teachers, which is in some ways in touch with itself, and which has not impinged itself on the consciousness of the American school and college as it will in the next five to ten years. I would like to make an analogy between the way in which art becomes transformed into reality and reality becomes transformed into art in order to say what I mean by "The Transformation of the Arts." If one thinks of the function of the painter, or sculptor, or dancer, it is to take the materials from the world as presently observed, and as perceived from a particular point of view which we ambiguously call reality, and to transform it into something which shows the origins of the real, but becomes something different.

It acts both as a symbol for the reality from which it comes, and creates something new which then reflects back on the reality and makes us see the real in different terms. This process of continuing transformation is rather like the process going on in an educational program which is working in ways in which we wish it to work, the way in which I think we should be concerned that it did work, or should work. If, for example, we look at one phase of contemporary art, we have a further analogy that in the movement of abstract expression we have a complete divorce of the art from the reality. We then move into a form of experience for the artist and for his observer different from anything which could be related to anything else. This represents a different form, both of creating art and of understanding art which, in this case, makes it unnecessary to concern oneself with the reality.

Here again, we have an analogy in that there are those aspects of the liberal arts and sciences which are divorced from a kind of reality with which the students can identify but which, when moved into this different area of the abstraction, takes on new meaning in a different realm. In contemporary art, we have the relationship between art and reality, in which pop art selects some familiar object within the total landscape of objects which the visual perceptions allow. Choosing the given object from the familiar makes a work of art out of it, by drawing it out of its environment and identifying it as a special event.

This again has its analogy in the process of education. As our freshmen and high school students come to us, they have absorbed within themselves a conventional notion of what reality is, or may be. A great deal of our task is to take those familiar objects out of their setting where they were inbedded in the stream of conventional teaching (which surrounds all cultural symbols and objects), and have those actual objects take on the true meaning, when they are moved into a different perspective.

In talking about the transformation of the arts, I am thinking of what are conventionally called the liberal arts and sciences in the undergraduate curriculum, and defining them in a particular way in order to move to the areas of experiment where I feel our most important work needs to be done.

The student, in my judgment--the sensing, perceiving student, the ignorant, ill-prepared, ill-selected or the well-selected, well-thinking, independent, keen, intelligent, merit scholar or drop-out--is a perceiving, conscious person in the sense that whatever it is he has perceived as he comes to us, he knows who he is and what he can say about it.

The task for the educational system, or for whatever we do when he comes to us, is to enable him to transform for himself the reality of his life in the college and in the community and in the world at large, so that it takes on meaning for him. He is transforming the experiences and events of a life we are able to present to him into knowledge. This is not usually said or thought about in the field of the liberal arts. What is usually said and thought is that there is a given body of knowledge which can be divided generally into four parts, which can be required of students to study in ways set long ago. The notion of transformation of the knowledge itself is not in the vocabulary or the thinking of most persons who are concerned with reforming or continuing present forms of higher education. It is the transformation through the effort of the student which makes the knowledge move, moving into the culture where it can be understood and used by the persons in the society, and which can grow within that culture in the variety of ways in which a student takes it.

Let me be quite specific: If the young poet in high school or college truly understands the meaning of his art, if he truly moves to the core of literature and finds there insights into human nature and into the life of his own time or someone else's time, then he is the key instrument through which the ideas in that novel, that poem, that area of literature, or that play, move into whatever situation he enters. That poem on that page is there to be transformed into a living experience by the student who comes to the college. But if one is a poet, and one is concerned how these ideas move through the culture, then the way in which one wishes to have them noted is not only through the publication of the poem, but through the understanding at a deep level of what one had meant to say as the student relates the poem to the culture. This contrasts with a body of knowledge which is to be communicated to students by the standard devices through institutional forms now practiced.

What in fact happens is that a poem remains inert, un-understood, opaque, impenetrable in that it must be felt and procede at a deeper than simply the examining level, and, having been felt and understood, is then taken into the culture by the student as he continues to be interested in poetry and the other arts. Entry into one of the arts also includes entry into all. One learns what it is to appreciate and feel. One therefore moves into the culture and the society with these values clutched in one's hand, sometimes waving them, and one becomes a vehicle for the culture.

When enough such persons are moving through the culture, the culture changes. When the culture changes, the social forms and the mechanism change as well. Out of this simple beginning may emerge an entire political revolution. This is why the Soviets are so frightened by their young poets, by their young painters and sculptors, and why they wish to maintain certain formal ways of presenting the arts and the earth bodies of knowledge, rather than regard them as transforming elements in the experience of persons.

If we consider the role of the undergraduate college in its true form, it exists to move ideas and values through the culture. That is its reason for existence. In the beginning days of the small liberal arts college, the purpose was to communicate a certain set of religious values, linked to certain Christian doctrines. As the society and its universities and colleges were secularized, that aim was lost and disappeared into what is now jokingly referred to as "the multi-purpose university." The university is today accumulating a mass of purposes, none of which is central. It has indeed become multi-purpose, and therefore, in a central way, purposeless. If we are serious about the liberal arts and the sciences, then we must think of them as conveying the means through which each person who graduates from the undergraduate program or the graduate program of a university is in some degree a teacher. By learning what it means to love the arts and to practice them well, one is learning what it means to communicate this love and this practice to other people, whether or not one ever enters the teaching profession. We should therefore reconsider what we are doing so that we replace the notion of transferring a body of knowledge from the colleges into the culture, and think of it rather as the reform of the culture through the efforts of those whose lives have been changed by the effects of the liberal arts upon them.

This brings us back to the central purpose of the liberal arts to enhance and deepen the qualities of imagination, of thought and of insight into the person. The culture must be continually challenged, criticized, and changed. Otherwise, the society becomes stagnant, and growth in size and in quality is nipped at the source. I think something like that is happening right now through the massive disregard of these elements in the present curriculum.

As I move about the country observing the education of the American teacher, in the elementary and secondary schools and in the colleges, I find that the teacher in general is little concerned with the problems of education themselves. The collected faculty body in the larger universities is a kind of holding company for the interests of the faculty. The most liberal document one might find in the whole of the literature in the past ten years is the Muscatine Report which emerged as a result of an internal revolt, and not from the intention of the faculty. The Muscatine Report is a rather general document advocating very few changes and nibbling at the edges of the main problem. The general attitude of the collected faculty body is that this problem belongs to someone else, and that the main career line of a faculty member is not to be found in the reform of education. Therefore, as a group in the academic hiarchy, we are not about to spend our time and energy in the reform of the undergraduate curriculum.

The initiation of new curricular reform in the bigger universities with the departmentalized system, when it happens, usually is due to the insight of a small group of faculty who would like to try some new things, or an administrator who wishes to collect around himself some experimentally-minded people who will move ahead a program or a group of students. It is more likely to be a group of students who have become discontent with the kind of education they have been given. They wish to provide alternatives for themselves and for others. If we look at the social force behind the reform movement in education at large, I think we can see that the pressures on the total institutional life from outside are to make more conventional the academic curriculum, to continue with the regular processes, against which the students are protesting.

Therefore, the administrator, who is usually a very hard-pressed man, is more obliged to deal with his public relations problems, the political lobbying for his budget with the state legislature, or the problem of raising the money from his alumni for the old and tested values of his institution. Even if he had the will or the talent to do anything about educational change or the penetration to a deeper level of educational thinking in his own campus, the opportunity rarely arises.

The faculty body is busy with other matters, torn by the pull of research and career interest away from direct relationship with students. Partly by default and partly by a process which I would like to describe briefly, the student has become the most publicly visible and the most powerful invisible factor in the reform of American society.

The arts and science people in the faculties of the big universities simply don't understand what has happened within the sub-culture which we can refer to as the youth or the younger generation. I think there is a mixture of both cynicism and misunderstanding on the part of most people who look at the student movement from the outside. In the 'Thirties, students were aligned in a kind of liberal ideology with the labor movements, with the Negro, with the poor, and with educational change. The teacher in the latter part of the 'Twenties and 'Thirties became a person who in many ways self-consciously thought of himself as an agent of social change, a man responsible with his students for making changes in a society, and indeed for the progressive movement in education. Progressive schools came out of this new confrontation between the intellect and social change, between the teacher and his society. In those days, the student, too, caught that spirit of being responsible for his society in changing it through education.

As one moves to the end of the 'Thirties, one finds that those problems of social injustice--Negro inequality, economic injustice for the poor white in the cities and in the rural areas--were never solved. They were moved aside by the fact that we mobilized the country's total resources for war. As we move through the post-war years into the position of a kind of obsessive insecurity about ourselves in world affairs, which was to manifest itself in the Cold War, our emphasis tended to the military rather than the economic and social policy. We suffered from our obsolete obsession about our political security for fear that a student or a faculty member may say something which would immediately bring down the government and all of its parts. A good part of it might very well have fallen down of its own weight.

As we move through that period, the students, in a sense, disappeared. Journalists referred to them as "the silent generation," but faculty members who were talking with them found them quite noisy in private. They had many thoughts going. They did not care to indulge in them publicly, since to do so meant that, quite often, they would not be employed after college in the job of their choice, and they would be generally batted around by the political hatchet men who were just standing around waiting for students to say something interesting or to organize politically. It was a peculiar period. It was not that the students were silent. It was simply that they were not talking publicly. They were making the same criticisms in the early 'Fifties that they are now making with much more political and social weight in the 1960's.

We have moved from the attitude that education was a factor in social change and a major factor in that the educational institutions impinged on those social changes. We now find an increasingly conventional theory of education developing, and are ever more conservative in our attitude toward education.

After the war, a good many of the common practices of the universities developed which are still with us. The military training program on the campuses, the Army specialized training program, the language study program, the Navy V-12, V-5 and V-7 programs, the Marine Corps, the practice of canning courses and dispensing them in five semesters before going to officers training school, have never really disappeared from the structure of the undergraduate curriculum. It was in many cases called a much more exciting term than ASTP. The common term was "general education". While it might not lead you to the Officers Corps after the war ended, it would lead you to its equivalent, the office of a stockbroker or one of the other vocational pursuits which the liberal arts college prepares you for.

The effect of the reorganization was to plan out the inadequacies of the old elective system of general education, the time when a gentleman at Harvard could concentrate on Chinese history if he so chose and be considered a young scholar. In fact, in 1904, 1908, and 1910, in terms of people who were then educated at Harvard, they were very well educated because they were not taking themselves with such piety, with such academic intensity, or with such seriousness. They thought of learning as something you did because you wanted to and you chose the courses you wanted to work in. In those distant days, this flexible arrangement for the undergraduate curriculum was called the "elective system." Younger people who have just come into the world recently have probably never heard of it. It was a time when one actually got to choose one's own professor, a custom which has disappeared almost completely.

The Harvard Report of 1945 and '46 on general education was and is one of the most regressive document in the history of American education. It defined for us the liberal arts as a body of subject matter which had to be covered. It removed the tutorial system of the former Harvard, and wiped away completely the elective system on the ground that this gave too fragmented a system of undergraduate liberal arts and science curricula. We had to tidy it up. Everyone had to do something different. This had as its result the fact that, for the first two years, instructions came to be that of the lecturer in large groups, by some persons who spoke quite well, but who could not be persistently interesting three times a week, especially as the Harvard students got to be so smart and interesting themselves. Many of them preferred to talk among themselves, rather than to listen to the Harvard faculty.

The general education movement then was based on the premise that there is a body of knowledge to be communicated, and that those persons who wish to choose among the course offerings might specialize so completely, so soon, that this would be bad for their education, while the rest chose spasmodically and in such fragmented ways that they were not able to put together a body of knowledge which made any sense to anyone. Those are the main thrusts of the Harvard Report and the thinking of those who helped to make the general education movement.

Some of that argument is well taken. An elective system which elects but does not compose or integrate can give one a fragmented, spotty sort of knowledge, particularly if some of the course work is chosen by students simply because it is easier than other course work. If one then extracts the faculty advisor and makes him into a rubber stamp, then the heart of the elective system goes, the heart of the relationship of the teacher to the student goes, and we do have a more mechanical system by which two years of general education, divided into four major areas, followed by an academic major and/or minor, gives us the B.A. degree. In the case of those who are now going into teaching, the same pattern is followed except for a dash of practice teaching in the senior year, which is the first time a student gets a chance to look at a child. Additionally, the school of education provides four professional courses which are designed to make the student into a teacher.

This sums up the development of a conservative theory and practice of education which has grown up in this country over these past twenty-five years.

It has developed in the public mind as a kind of instant history view of education, with the notion that education began along about 1957 or '58, with a quarrel between Admiral Rickover and John Dewey, and which was settled by James Conant, who refereed the match and laid down rules of his own, which were mistakenly taken for the truth. We are left with the conventional system of education, based on a general education attitude which is accepted by the public.

Some feel, of course, that the progressive movement was a disaster, that there is a high culture and a mass culture, and that a mass culture was to be deplored. This is what is practiced in the Midwest and other places away from the Eastern centers of culture by people who do not really know very much about things, but who have to be employed to teach all the students who keep coming to the colleges. This sort of attitude is to be found on the part of those who define the liberal arts as a class privilege, and who think of the liberally educated person as someone who has been through the courses which are certified by the general education programs as being liberal arts courses.

I submit that this is a complete fraud. It is not only a misconstruction of what educates, but a misconstruction of what education itself is. The conservatism in the public thinking about education now is the kind which identifies the course work in the colleges and universities as in a sense instruments, through which one can improve one's own intellectual, social and economical position. It is a tool for advancement in terms of a socially mobile society and an economically available affluence.

We might achieve a new philosophy of education, more appropriate to the 1960's, where we do think of the undergraduate curriculum and the arts and sciences as the process through which each student became a teacher. This is a teacher in the total sense: Whoever one is, wherever one goes, there are certain things which matter to the person which he cannot avoid wanting to share with other people. In this sense, if we were to think in the terms I suggested at the beginning of the transformation of the arts, by an act of the imagination, intellect and will on the part of the student, the student then transforms the experiences of his undergraduate curriculum into ways in which they can be communicated, both to himself and outwards to other people.

In the six patterns for liberal arts colleges described in later pages, I find roughly three main assumptions and places of agreement that the present system is mechanically overdone, that it does thwart the interest of the student in learning, and that what we need is a series of mechodological changes, some of which are not innovations as much as restructuring of the practices. Sam Baskin has described in his work how many of the divisions into which this kind of restructuring of the methods might go on in innovations practice. But among these six patterns for change, we find that one whole section is based on the assumption that such things as a series of five courses taken at once is desirable, which means running from one class to another, that we need to do such simple things as providing stretches of time so that students can honestly work instead of being chased about from one place to the next. It is also clear that we need to have more prolonged periods of time in working in one area, rather than changing everything all of the time. We need to restructure the whole rythm of the year in which it is possible not to break up into short periods of time only to be off to another semester of something else. All of these frameworks, the nuts and bolts of education, have to be moved around and changed. Something different needs to be done.

A second set of assumptions runs through these outlines which have to do with the student. The student, having been neglected in the conventional educational systems and its patterns, now needs to be made an essential factor in what happens in the institutions of higher education. The third assumption which you will find running through the Hampshire College, as well as through the Antioch-Goddard design, is the need to think differently about courses and how they are taught.

The curriculum content in terms of experiment and change is the main thing that is talked about in the experimentally minded circles, along with the conception of field work related to academic programs. I would call that a kind of shift in the attitude related to the curriculum. I find that when education is discussed in terms of more radical changes in the curriculum in the liberal arts and sciences, one major confrontation occurs, for example, between those who would like to take on a Peace Corps program and provide the student off-campus a chance to work as a scholar in the field of the social sciences or the humanities and have his work count towards an academic degree, and the some ninety-five per cent of the people in the universities who will argue that this should not receive academic credit. You can go work wherever you want in a community action project--in Harlem, in Watts--you can teach as a volunteer in tutorials or in Nigeria for two years, it still does not matter. It was not done in the classroom. Therefore, it is not really education. About ninety-five percent of the faculty in American universities and colleges hang on to that point of view. This seems to me to be one of the issues which has to be thought through and worked over, if we are going to have any effect outside the smaller circle of innovators.

Suppose we were to plan an educational system as outlined here which shows evidence of plans for student involvement, and in the transformation of knowledge to make it available to themselves and to others. Where would we go? How would it work out? I think one would consider the effect of a variety of kinds of experience on the student from many different sources and quarters. The Goddard-Antioch proposal embodies a principle and philosophy which does make this relationship clear between direct experience in society, in the arts, in every other aspect of one's life and the intellectual development which flows from this, rather than separating an academic program from something which could be called "society" or "the world".

The student is in the world, his experience within the world and within himself is the prime source of his own power to transform what he then may find in his intellectual life which could be conducted on the campus. We need to begin with the conception which the Antioch-Goddard proposal represents, that a campus is in large measure merely a staging ground for expeditions into the world, that those expeditions having been taken for varying lengths of time, the traveler-student returns to carry out certain activities on his own campus where libraries, laboratories, and facilities provide for the kind of study and operation which cannot be conducted out in the world, because the world is not about that.

What is appropriate to be done on the campus must be done there, but the world must be considered as the campus into which one travels for various kinds of activities and actions and experiences. Until we begin with that conception of the student's experience as containing within itself a variety, each with its difference and wants and subtlety and value, we have not got to the heart of the problem in educating the student. The student, if given the chance, will educate himself and his fellows. This represents both a theory and a point of view about education which seems to me to be where we must begin: The experience of the student.

Then we move to a second point where the next phase in the experience of the student needs to be combined with the whole social structure of a university, a college, or a campus. The kind of experience a student may best achieve is not only found in his relationships to a society by working on a variety of projects ranging from community action projects to helping the work of the Navaho, or the Negro, the poor white or the child of the Inner City, or of the deprived one in Scarsdale. The people there need a lot of help in a variety of ways, but the esthetic assets to be achieved by activities in the arts, by the students themselves, the moral assets to be achieved by facing political and social controversy and taking sides, by political experiences to be had by taking an act of concern in local and national politics, by choosing sides, and by the involvement in social controversy which is the way in which one understands what it is like to take sides, to be dealing with the moral issues--these are all modes of experience of a kind of education which will be, if given a chance, deeply effective in the development of mature, interesting, independent-minded students who can think and feel.

THE U.S. OFFICE OF EDUCATION AND EDUCATIONAL RESEARCH

Dr. Samuel Sava

Two dominant trends pervade much of the work of the U.S. Office of Education today. One is that while we have about 5-1/2 million students enrolled in higher education today, we estimate these to rise to over 9 million by 1975. Secondly, by the year 2000, well over one-fourth of the world's population will be located in urban centers. The Office of Education has attempted to respond to both of these fundamental trends.

Recently, the Office pulled together a number of academic consultants who could help the Office better formulate its own plans with the nation's colleges and universities in the area of research and innovation. As part of this program, we are engaged in supporting conferences such as the current series on innovation which pulls together institutions involved in innovation, to have them exchange ideas, to have individuals challenge these ideas, and to have disseminated anything worthwhile to other institutions across the country. One would hope that they would then explore some of the problems and ideas which have been so identified.

The Office of Education, both within its Bureau of Research and outside of it, currently carries on a number of programs which are concerned with the stimulation of innovative ideas. For example, under Title XI of the National Defense Education Act, $75 million has been earmarked for institutes to train personnel and teachers. Unfortunately, we seem to be training teachers in the same concepts used thirty years ago. Thus far, the proposals we have received for "in service" training have not on the whole been particularly stimulating.

Under Title V of the Higher Education Act, fellowships are available for experienced primary and secondary school teachers who have left the profession and are now willing to return to teaching, including the colleges. Under Title IV of the National Defense Act, funds for the retraining of college teachers are also being made available.

We have found that there has been very little communication between the colleges and universities and the local secondary schools. Perhaps we could do more in the senior year of high school to prepare young people for the college curriculum. Harvard University is experimenting with teaching college level courses in the senior years of high school, and we would welcome more proposals on this type of collaboration.

Balanced against our desire to fund innovative programs, it must be said that we are presently funding, at the most, one out of ten proposals. We are giving careful consideration to all such proposals, and we have several excellent outside academic consultants to help us in our decisions. We are also trying to develop a better "dialogue" with the authors of such proposals, so that we may mutually sharpen their ideas and thus communicate more effectively.

Whenever we fund a project, we try to fund it out of the fiscal year under consideration. Right now, we are supporting approximately two thousand research projects in primary, secondary, and higher education. Because of the war effort, however, the Office of Education appropriation was cut $18 million. As a result, we have had to cut down on the support of new projects. Indeed, we have had to ask some of the presently funded efforts to curtail their going-on activities, and to scale down their programs, in order to continue them all. The reason we still encourage new proposals is that our lead time is long, and we always hopefully look ahead to the next fiscal year.

But whatever our available funds may be, the Office of Education maintains a keen interest in educational research and experimentation.

THE INNOVATOR IN THE ESTABLISHED COLLEGE

Sister Charles Borromeo, C.S.C.

It is instructive to relate the modern idea of creativity to any discussion of innovation, particularly as the concept of creativity strikes me as much broader than innovation *per se*. To profile a creative person is therefore useful as part of any discussion on educational innovation.

A really creative person tends to be inner-directed, and enjoys change and risk. The creative person is open to new experiences, and open to use and develop his imagination. The creative person tends to find himself in constant thrust toward evaluation of the *status quo*, wherever he may be. For him, time is valued in terms of establishing personal contacts, rather than measuring it by some efficiency standard. As a result, the creative person is often not too popular with other types of people. The creative person also tends to over-trust discussion, intuition, and idea sharing. Many times, creative people are frustrated when they fail to get their ideas across.

Now on to the subject of innovation. I use the word innovator only as one type of creative person. An innovator is essentially a person who is genuinely convinced of the value and possibility of structural change within an organized system. This strikes me as important, because not all creative persons can tolerate organization, and not all have any interest in trying to change structures from within.

In any established college which enjoys any state of vitality, there should be some fruitful tension between genuine innovators and those persons who by temperament and training would opt for the continuance and preservation of the system. Where these two types of persons can interact, we can have even in an established system a rather fortunate situation for the whole educational project.

To illustrate, I would like to list five tendencies which seem to pertain to any established college which in various degrees block innovation, or at least make it difficult. There is first of all a very clear and universal tendency toward an increase of size which, in itself, poses difficulty for accommodating the needs of individuals. Since the Second World

War, we have seen a tremendous increase in college size. While the need for innovation is very acutely felt by many, the trends toward increased size makes it increasingly difficult to innovate within an established college.

A second problem seems to be the traditions of most established institutions. The primary referents for decision-making tend to be interests outside of the school itself, rather than the needs of the individual student. In the institution which conceives of itself as serving a given social function, such matters tend to be dealt with rather abstractly, and needs of individual students become more difficult to deal with.

A third common problem is that colleges which are established seem to feel a very strong need to project an image which is traditional and stable, and which is in some cases somewhat of a myth. Here, the person who could work through some innovative developments is often not heard at all, not because his ideas are bad, but because the image being projected is one of carrying on traditions long established. This is part of the same tendency toward viewing the college as a sort of never-changing entity. Actually, a college consists of individuals who are interacting and who differ in composition from one year to the next.

The fourth problem concerns financial support. Fund raisers tend to look to sources of support for the school which already knows it. This again tends to stress the continuity with the past. This is particularly true with alumni groups. I have been interested recently to see that for perhaps too many schools who want to innovate, the biggest practical challenge is the securing of funds from sources in which this need to project a past image is not at issue.

There is a final tendency, and an increasing one, of viewing as hired staff those who are paid salaries, whether they be faculty or office staff or maintenance workers. This tendency is to view the whole staffing problem in a non-academic way, which reinforces a faculty attitude of being subjected to administrative whims, rather than collaborating in the making of academic policy.

Specific problems also face the faculty innovator. Particularly frustrating to younger teachers is the extent to which an established college views itself as a pyramid, as a bureaucratic structure. Under such conditions, the creative faculty member, the one willing to be a genuine innovator, tends to be cast in the role of a rebel. In this environment, the innovator often raises questions which require discussions about the goals of the institution, or about its vision, or its sense of purpose, and its very meaning for being. If such institutional purposes are taken for granted and the day-to-day work has to do with perpetuating this state of affairs, the discussion which the innovator views as crucial can be viewed as an attack on the very structure and meaning of the institution. But the more the faculty and the administration operates together as cooperating peer groups, the more viable the role of an innovating faculty member becomes.

A second problem for faculty innovators is the lack of really effective channels of inter-faculty communications and faculty-administration communications. Only too often, a department member's idea must go through the department head, through a whole chain of communications before it reaches those who must decide on it. The idea, as finally presented three committees up, may lack the thrust and insight of the original proposal.

John Gardner, in his book Self Renewal, says that the last act of a dying institution is to get a larger revised edition of the rules. This often happens with innovative work on curriculum. The implementation and the creatively innovative ideas are often not in the hands of the same persons. This can create a real problem in an established college. A faculty member who is personally creative and willing to work within the structure to change an established college tends to be very much aware of the presence or absence of carry-over of formal education into student life. (It is interesting how often faculty raise this problem of irrelevance or meaninglessness of much of the effort which the students feel they must put into their classwork.) But unless he is dealing with administrators who are also very open to students' needs, he finds himself in the frustrating situation of appearing very unacademic and unintellectual because he is measuring educational values as one viewed outside the system. This is discouraging for faculty who see the educative process as much larger than within the formal classroom. This point often creates basic splits among faculty members themselves. There are those who see the educative process within the college as needed to be related intellectually to the life pattern of the student, and those who sincerely take a tighter and more academic approach to the discussion.

A fifth problem is one of being swamped with sheer overload of teaching, sometimes large sections which require tremendous amounts of paperwork. There are persons who start out being creative. But too many committees can have a very dulling effect on any sort of innovative work which might be achievable within the system. Innovation takes time, but it takes a different kind of time. You cannot assign a period during the week for innovation. This quality of busyness, which is a state of mind as well as a schedule problem, has much to do with whether or not faculty really can be creative or innovative in an established college.

There are perceptive and really earnest students in established colleges who are willing to work with faculty and administration on creative innovation within curriculum and college structures. Many of these students, just as the faculty, tend to run against rather typical problems in an existing college. There is an increasing feeling among students of being only part of a whole, of being numbers being fitted into a prefabricated pattern. Students who could have been innovative simply give up.

Students also find themselves so constantly busy with what they are about to do next, the paper they have to write, or the ten papers they have to write, that they have no time and leisure to discuss and to work creatively to change patterns, no time to reflect on what is being heard or read (to say nothing about the caliber of papers that are written under this kind of pressure).

The problem of tensions within a system, and particularly a bureaucratic system, is certainly not unique to the schools, but pertains to any large and organized system. Today we understand perhaps better than ever before what we mean by a creative person. We understand the importance to our society of furthering creative thinking and the creative building of structures. We also understand the conditions necessary to do this, and we are increasingly dissatisfied when these conditions are not forthcoming.

Both mass communications and the social sciences have given us understanding of the possibility of real innovation. We know more about the laws of change, and how men can creatively change the very societies in which they live. Since we know that this is possible, we keep raising the level of expectation and of our hopes of being realized.

All of our colleges were established in some sense in another age by persons who were innovators in their own time. Today, the creative innovator must match the awareness of the persons who established the systems to new goals and opportunities to build new and effective structures for our own revolutionary times.

SOME GUIDELINES FOR INNOVATION

Oakland Community College

Dr. John E. Tirrell

About a year ago, Lou Mayhew, the current President of the Association for Higher Education, said this: "With the exception of those isolated islands sparked by federal or philanthropic dollars and maintained by a few dedicated experimenters, the practice and the process of education proceeds in ways that would have been familiar to students of Abelard."

While I agree with his conclusion, at the outset of my remarks I want to make clear that Oakland has no federal or foundation funds for its instructional innovations. We could not wait for the red tape in the first and have some question as to the "seed money" for change in the latter. Some leaders of both make speeches about change and experimentation, but the staffs within seem to be a part of the Establishment and labor with ample quantities of the conventional wisdom.

I have divided my guidelines for innovation into four major headings: Environment, Research, Objectives, and Conviction.

1. Environment

Simply stated, the Board of Trustees, President, and chief academic officer determine the environment in varying degrees within individual institutions. All three must be concerned with John Gardner's points in his Self-Renewal:

> ...If we indoctrinate the young person in an elaborate set of fixed beliefs, we are insuring his early obsolescence. The alternative is to develop skills, attitudes, habits of mind and the kinds of knowledge and understanding that will be the instruments of continuous change and growth on the part of the young person. Then we will have fashioned a system that provides for its own continuous renewal.
>
> This suggests a standard in terms of which we may judge the effectiveness of all education,

> and so judged, much education today is monumentally ineffective. All too often we are giving our young people cut flowers when we should be teaching them to grow their own plants. We are stuffing their heads with the products of earlier innovation rather than teaching them to innovate.

In an American Council on Education Report entitled, "They Come for the Best Reasons," the following recommendations strikes me as crucial:

> There is need for every college to reaffirm the individual nature of the educational process as it is experienced by each student.... The burden of the data reviewed here suggests that many, if not most, colleges should review their first-year programs with the primary purpose of providing opportunity and encouragement for independent study, so that students may make the maximum use of the abilities and develop the skills which will enable them to pursue their educational career with optimum effectiveness and satisfaction.

Then it is possible for individual faculty members, small groups, a department or division or in some cases whole colleges to take one of two paths. The first leads them to a documentation of the status quo, a protection of the conventional wisdom. This path is probably illustrated best in Roger Garrison's little book, The Adventure of Learning in College. In Chapter 9, "Classes: A Transmission System?" he has these statements to aid new college students:

> Though you spend four or five hundred hours in classrooms during an academic year, you are likely to learn more outside of them than you do in them. This is a plain truth: you are aware of it, and so are your instructors ....Any class is successful (from your point of view) when you participate, even silently. Granted, the instructor has a large responsibility, too; it is his job to keep the class discussion, lecture, or demonstration sharply to the point and armed to 'go somewhere' in the fifty minutes allowed. But even where the instructor fails to do this (as he often does), you need to make the effort to apply

> the class session to your own needs....To be fruitful, any classroom session has to know where it is going and why. So much class activity is aimless and clumsy....Classes depend so much upon the personality and competence of the instructor, and upon the make-up of a particular class group....Teachers come to the classroom with different assumptions about learning: students vary widely in their ability to absorb or understand material.
>
> Administratively [however] the class is a necessary device in our present educational situation. It may not be the best device, but it would be impossible to instruct large numbers of students without it.

The other path will lead to studies that back such statements as these by John Goodlad:

> An individual is heterogeneous in the advancement of his traits, just as the individuals in a group differ one from another....The school's function increasingly is being recognized as that of teaching students processes of inquiry through guided practice in them. They must learn how to learn....The more one thinks about education as the cultivation of processes rather than the coverage of prescribed content, the more anachronistic many school practices appear to be....The role of teacher-as-diagnostician, rather than as mere prescriber-of-lessons, now becomes meaningful and reasonable....Inductive routes to solutions take time; telling appears to be quicker. But we know that, for most kinds of learning, telling is woefully inefficient.

2. Research

Research might be located in three broad areas: (1) published data on learning, (2) literature germane to the elements of developing a learning program, and (3) successful innovations in higher education. Jerome Bruner in Toward a Theory of Instruction has four major features in his theory:

> First, a theory of instruction should specify the experiences which most effectively implant in the individual a predisposition toward learning....
>
> Second, a theory of instruction must specify the ways in which a body of knowledge should be structured so that it can be most readily grasped by the learner....
>
> Third, a theory of instruction should specify the most effective sequences in which to present the materials to be learned....
>
> Finally, a theory of instruction should specify the nature and pacing of rewards and punishments in the process of learning and teaching.
>
> Rather, it is that if a curriculum is to be effective in the classroom, it must contain different ways of activating students, different ways of presenting sequences, different opportunities for some to 'skip' parts while others work their way through, different ways of putting things. A curriculum, in short, must contain many tracks leading to the same goal.

In Robert Gagne's, "The Conditions of Learning," he not only describes in detail the eight types of learning, but gives some strong statements on the "discovery" or "problem-solving" approach to learning. Briefly, he says:

> To be an effective problem-solver, the individual must somehow have acquired masses of structurally organized knowledge. Such knowledge is made up of content principles, not heuristic ones.

The literature on topics germane to developing a learning program is rich, but varies greatly in quality; selectivity is a major problem. The "Taxonomy of Educational Objectives" has been most used, Handbook 1: Cognitive Domain. We plan to apply more concerns of the second handbook on the affective domain as we refine our program. Robert Mager's Determining Educational Objectives is sometimes referred to as "our bible." I would guess that explains its use in our planning. A third document of a different type was also helpful. The Muscatine Report on "Education at Berkeley" was utilized to show our staff that the student body in an open-door community college was not so atypical:

> That is to say that only half of our freshmen graduate here within five years....Most of the academically capable drop-outs continue their education elsewhere or eventually return to Berkeley. Many of those who return end up as superior students. They say that they needed a break in their education to "reevaluate things," to "think over what I am doing," to "see how I fit in the world," and the like.

It is important to look at other innovations as well. The one we found most helpful was Sam Postlethwait's audio-tutorial program at Purdue. Since his work is our model, we often call him our patron saint.

At the end of our look at learning, the literature and other innovations, we concluded that:

1. Motivation is primary.
2. The active learner learns most and fastest.
3. Feedback should be utilized as often as possible.

3. Objectives

You are undoubtedly familiar with the statement that if you don't know where you are going, almost any road will take you there. How often do we start an educational program without clearly stating our objectives?

For example, take these three:

1. Develop a learner-centered institution.
2. Use the "systems approach."
3. Develop a new instructional model:
    a. Limited large group sessions.
    b. Majority of time in independent study.
    c. Utilize feedback as much as possible.

We rely on programmed material in our learning laboratories. I often mention the very extensive work on Creativity done by Calvin Taylor and his associates. In the summary section "A Look Ahead," Dr. Taylor states:

> An implicit criticism of conventional methods of education has been gaining ground. It is quite apparent at this writing that the educational methods now being discussed under such rubrics as "programmed instruction" will soon be the most important force in determining curriculum sequence and perhaps even content, and, moreover, will be important in fostering our quality of thought, paradoxical though this may seem. Like many paradoxes, this one arises from limitations or misdirections of language; the point is that such instructional programs permit the individual to go at his own pace, which may be much faster than one would imagine, and to participate actively in the learning process rather than being the passive target of a "teacher."

4. Conviction

I would say that a key is conviction. A conviction to pursue the innovation tirelessly. A conviction to analyze, review, refine and gather data on the failures as well as the successes. Only the innovator needs evidence. The college with groups of thirty students for 50 minutes, Monday, Wednesday and Friday, can justify its program by custom and tradition.

My conviction is strengthened, however, by the new book, The Revolution in the Schools, by Gross & Murphy. They have an interesting statement:

> Revolutions always look impossible before the fact, inevitable afterwards. So it is with the current revolution in American Education. New ideas are routing traditional ideas and are beginning to transform every aspect of school practice from curriculum to architecture, from the structure of the grades to the purpose of learning, from the training of teachers to the motivating of students. Yet a decade ago, the

> "conventional wisdom" about teaching and learning was so entrenched that it seemed impossible for new ideas to sweep through the schools with such speed.

Before I conclude, I must admit to some uneasiness. I have some fear that some of the talk is on building a better mousetrap--and not on how to catch mice--whether it takes gas, water or laser beams. A considerable amount of concern is on organization, administration, details. We sometimes seem concerned with the size, shape and color of the bottle--and not in how you make better wine. Gagne states it concisely:

> An educational system is designed to bring about changes in the capabilities and attitudes of human beings....The modifications brought about in the human individual by the educational system are the result of the process called "learning,

My professional colleagues can report after 200 man-years of experience that actual change is not much more difficult than merely talking and writing reports about revolution.

Instructional Method: Oakland Community College:

An imaginative approach for implementing higher educational programs has been instituted at Oakland Community College. In contrast to conventional instructional approaches, Oakland Community College has attempted to develop an instructional approach which is primarily learner-centered. This Learner-Centered Instructional Program is an outgrowth of the systems approach to education and training in general. The overall concern with human learning, training and educational research--fostered after World War II by such organizations as are now represented by the U.S. Army Human Resources Research Office (HumRRo), U.S. Air Force Behavioral Sciences Laboratory, American Institute for Research, and others--has promoted the advancement of the state of the art for educational and training technology. Oakland Community College has recognized these advancements and availed itself of this technology. Developments in programmed learning itself have, of course, influenced the Oakland Community College concept profoundly. Most recently, the work of Dr. S. N. Postlethwaite of the Botany

Department at Purdue University has provided a working model (The Audio-Tutorial Method) from which the instructional Systems Approach at Oakland Community College was initially derived. (The Oakland Community College approach has now been modified to the point that the term Audio-Tutorial is no longer used.)

Although programmed instruction has sometimes been equated with the instructional systems approach, there are, of course, differences between them. However, the major difference is really one of scope of application rather than of kind. At one level, which we may call the micro-level, one finds the systematically developed and evaluated programmed book extremely effective and efficient as a teaching medium, but essentially incomplete for anything like semester-length instruction. At the macro-level, on the other hand, the same systematic development and evaluation can be applied to total course design. Oakland Community College has carried the macro-level concept one step further, and has attempted to apply it, not only to individual course design, but to total curriculum and facility design.

The approach and functional steps involved in the systems definition, design, production and implementation of instruction presently followed at Oakland Community College, incorporates at the macro-level many of the basic features applied to the design of programmed media in general.

1. Terminal Objectives for all courses are identified, and defined in behavioral terms. Terminal Objectives or Terminal Performance Specifications (TPS)--what the student should understand, comprehend or demonstrate knowledge of at the end of his course of instruction--are prepared by each faculty member having responsibility for a course offering. Generally, each unit (covering a 1-2 week period) of the course is designed to accomplish a specific TPS. Each unit has a criterion test which is used to evaluate achievement of the TPS by the student.

2. Once the TPS' are documented, attention is given to the identification of the Interim Objectives or the Interim Performance Specifications (IPS) and detailed learning steps. These are sequenced meaningfully, and wherever possible, time-based. The IPS' are ordered from the simple to complex or from the familiar to the new as in the micro-programmed book, with an

attempt made to assign study times appropriate for achieving them. Since the objectives are made explicit, the most appropriate media can be selected. These range from mimeographed essays with study questions to audiotapes, integrated text readings, textbooks, journals, magazines and newspaper articles, visual displays, 8mm single-concept films, film strips and 35mm slides, laboratory experimental set-ups and, of course, programmed texts. Materials are constructed or selected to allow for active response by the learner and immediate feedback to him.

3. An attempt is made to keep the learner aware of what the sequence of instruction will be, in most cases by furnishing him with a study guide or checklist for each unit of a course. This guide lists the general and intermediate objectives that he will be expected to achieve, and the learning steps he must follow. Thus, he is kept informed at each step within a unit of a course what he will be tested on and when, so that he can schedule his time in the learning laboratory on a self-paced basis.

4. The overall approach--stating objectives in behavioral terms, organizing and sequencing media and study time, the learner keeping himself informed, and promoting his active participation in the learning experience--is then evaluated regularly and frequently by calling for the appropriate criterion responses. These are embodied in oral, performance and written tests.

The implementation of all these instructional programmed features at Oakland Community College constitutes a unique Learner-Centered Instructional Systems Approach. Such implementation has resulted in many innovations in the appearance of our facilities and the conduct of our educational practices. Learners at Oakland Community College follow a self-paced and self-scheduled plan of study in accomplishing most of their program/course requirements.

PATTERNS FOR CHANGE: I

The Field-Study Center or "Beachhead" College*

(Proposed by a joint team from
Antioch and Goddard Colleges)

Summary Plan

Established colleges would set up temporary, relatively autonomous centers in areas which present pressing human problems (e.g. urban decay areas, Appalachia, Indian reservations, etc.). Regularly enrolled students from the parent colleges and local people would join forces under faculty direction in a setting conducive to studying and attacking the problems. Each participant would define the problem he wishes to address and design his method of attack. Students with related concerns would work together in various ways and all would be under the close supervision of faculty members appointed for their skill in problem-solving and in helping individuals to formulate and to realize their own goals.

Students regularly enrolled at the parent institutions would use the Center as a resource through which they might more clearly identify and study problems that concern them within the setting of the problem itself. People living in the region of the Center would be enrolled--for periods as short as two weeks, as long as a year--to study problems in their own lives which prohibit their fullest possible development as effective, contributing members of society. In particular, the Center would respond to:

The need for learning that comes only from involvement with problems relevant to the learner--helping him toward a sense of who he is and where he is going.

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*This report contains the model as originally presented. Since that time, the development team has been joined by Monteith College of Wayne State University. The proposed new colleges are called Field Study Centers, "Disposable" colleges, or "Beachhead Colleges."

The need to exchange ideas, methods and concerns between college people and people of a region--each seeking knowledge to put to good use in their daily lives.

The need to help and encourage local people in solving problems of their own in their own ways.

The need to increase the college's relevance by putting it "where the action is."

The need to give a college and its students the flexibility to innovate and to take risks.

And, finally, the need to focus skills and efforts on the frequently debilitating human problems in a region.

Three essential elements are underscored as critical in the conduct of the center's activities. First, education's only constant base is the phenomenon of constant change. Second, the ultimate aim of education must be conceived in terms of the individual's personal (internal) goals and needs. Third, if individuals are to have the opportunity for the fullest possible personal development, then education must support some kinds of social regulation.

Enrollment at the Center is to be thought of as temporary and corresponding to the requirements of the participant's particular project. It would seem likely that a person might remain for periods ranging from a very few weeks to a year.

There is good evidence that adult education proceeds more effectively and rapidly when participants live together in a residential setting as they work. With necessary exceptions, this would be the expectation for participants.

Faculty

1. Teachers from the parent colleges who can help young people to discover and use inner and outer re-

sources in the framework of individualized, problem-centered, interdisciplinary curricula.

2. Persons of demonstrated competence drawn from the local area. (Academic background would probably be a minor criterion as compared with things such as intimate acquaintance with "the action" and ability to stimulate definition of and engagement with a problem situation.).

Curriculum

The curriculum would permit three basic modes of response to problems: analysis of problems with the help of Center resources, observation of other persons attempting to solve their problems, and personal action directed toward resolution of problems.

Some elements of the curriculum:

1. Individuals would study problems of concern to themselves, using procedures tailored to their needs.

2. The context of the Center's regional setting would provide unifying educational themes which would relate individual problems to each other.

3. The exchange of plans and experiences in seminars, workshops and other group enterprises would be an important part of the experience.

4. There would be extensive use of newer elements such as programmed instruction, cross-cultural contacts, television instruction, student-centered discussion, etc.

5. Direct involvement with problems would be expected of participants through some type of work experience or field research.

Center Organization and Facilities

1. The Center would be a temporary, expendable adjunct to the parent institutions--not limited by the inhibiting demands of institutional survival.

2. The assumption is that each Center would move, close or pass into other (local) hands before it becomes solidly institutionalized. Its life span would be determined on the basis of its performance and in competition with proposals for other Centers.

3. Instructional facilities such as library and classrooms would be the minimum required for individual study and group exchange.

4. Living facilities would be provided all or most participants.

Evaluation of Participants

1. There would be no grades or credits in the conventional sense.

2. Participants and faculty would be concerned with evaluating the effects of their efforts in terms of impact on problems and in terms of the participant's progress toward his own goal.

3. The parent institutions would of course consider regular students' work at the Center as creditable in the sense of regular courses or other formal off-campus experience. They could also credit acceptable work of non-college participants, should the latter decide to become regular students.

Hoped-for-Outcomes

1. Help for participants in finding a meaningful role, a sense of identity and a focus for learning. This should add meaning to subsequent work or study.

2. A type of involvement which would make it difficult for any participant to maintain a position of passive neutrality.

3. Realization on the part of participants that with knowledge comes the capacity to deal effectively with problems.

4. The encouragement of the use of collective social action as a means of solving local and regional problems.

5. The enrichment of the parent college by particularly able young people who could arrive only via the Center.

6. An element of challenge and excitement carried to the parent college by the student after participation at the Center.

7. Reconsideration by the parent college of its curriculum.

8. Gaining of a working knowledge of particular cultures and how they change.

Conference Comments: Field-Study Centers

The matter of location of such a disposal college is most important. More than one location should be picked, so that judgments and evaluations may be made about the principles of such satellite institutions, analyzed unencumbered by local conditions. Criteria for evaluation should be the educational objectives, rather than the effect of social action.

We must make certain that questions such as initial community approach, residences for students and faculty, financing, and the mix of students from the parent campuses and those from the local community all are well-planned ahead of time. They are prime criteria for success. Learning tools, machines and other learning devices probably have little place in the initial phases of a beachhead operation. Nor should one hope to accomplish all of the educational goals within too short a time. Not much can be expected to come out in much less than five years.

During the initial phase at least, students must be concerned with self-education, with the faculty playing a neutral role. Ideally, the organization and administration should grow from the bottom up, rather than from the top down. Evaluation techniques must be the product of collaboration between students and faculty. As much of the administration and as many of the procedures as possible must fall to the local campus, since leaving such matters to the home institution would prove tedious and awkward. One major purpose of the beachhead college pattern would be to free students and faculty from a dependency relationship. Indeed, faculty members may prove the most reluctant to change under this environment, particularly those who are discipline-oriented.

Serious thought must also be given to the impact of the returning "beachhead" student on his parent campus. Follow-up studies of these students could prove invaluable. Impact on the community must also be measured, although this may pose greater difficulties.

While the notion of an expendable, "beachhead" college may be attractive to the parent institution, the analogy here is to a warfare more classical than the guerrilla form. Thus, there probably will be both social and physical structures remaining after the college moves out. In order to have the flexibility to move out, to reduce the institutional tendencies toward bureauratic growth, and to be responsible to the local community, the parent college probably should not own the physical plant of the "beachhead" college. It should borrow it if possible, rent it if necessary. Perhaps it should also, on principle, avoid the use of its own personnel for staffing of any permanent social institutions--permanent in the sense that they would remain after the college withdraws.

The expendable college should help the student develop a real motivation for learning rather than an artificial or externally imposed one. He should seek more sophisticated hypotheses of social change and should demand from his college help in finding and developing them. He should begin to see his own process of becoming in the context of a society in which he can act purposefully and with effect. When he is evaluated on the basis of his success in doing what he sets out to do, his degree becomes a symbol of competence. In an environment of people attempting to solve problems, he can begin to assess the responsibilities of citizenship, to choose what issues he will be involved in, and to learn how he can express his involvement most effectively. He is likely to be impatient and restless in a cloistered world, and to demand proof of the relevance of reflection to the problems as he sees them. But he will be better equipped to utilize and expand the possibilities of a reflective environment because he has issues on which to reflect.

The expendable college is, in total, an experiment. As such, it demands constant efforts to synthesize and evaluate its pluralistic activities. Is such an enterprise viable, or will the community throw it out on its ear? Or worse still, will it be absorbed into the existing melange of dead or dying institutions? Can it create self-perpetuating processes and structures, or will it become weighed down with its own hierarchies? Will it know when to leave? The self-critical problem-solving method described above will have to be applied to the expendable college.

The expendable college is not conceived as a self-sufficient institution or curriculum. It is a device to evade the pervasive criteria of self-sufficiency and institutional survival which inhibits experimentation elsewhere. It is thought of as an adjunct or an alter-ego of the liberal arts college, supplementing information with experience, reflection with action, and detachment with engagement. It should be a temporary, expendable extension of the traditional college--a disposable package of knowledge, skill and energy committed to uncertain battle wherever the issues of civilization are in doubt. It should provide occasions in which the students and faculty of a parent college can put knowledge and skill to the test of trying to work some intended change in an environment hostile to human values.

The central idea is applicable to any situation of lost opportunities or wasted resources. With minor variations, it may be adapted to engage the problems of an inner city, an Appalachian poverty pocket, an underdeveloped area, or some major social or economic institution.

The central concept regulating the proposal is this: The effectiveness of educational practice can be tested and refined by a fusion of educational and problematic situations. An educational situation is conceived as one in which individuals court a change in their behavior. The problematic situation is conceived as similar; but individuals not only court a change in their behavior in a problematic situation, they feel a necessity for a change. Conceiving these situations in this manner thus leads us to an easy fusion of the two. The hope is that by fusing these situations, the educational objective will be more effectively achieved; that is, individuals intent on education will court a change in their own behavior, motivated by a feeling of the necessity for a change.

There are numerous rationales that can be developed for fusing educational and problematic situations, but ultimately these rationales are reducible to the judgment that individuals change their behavior more effectively when faced with a situation they feel is problematic.

PATTERNS FOR CHANGE: II

Hampshire College

It is important to stress that Hampshire College will be an autonomous and independent institution. It is hoped that Hampshire may have the privilege of cooperative association with the four institutions which have helped bring her into being,* but it is assumed that Hampshire will be as fully self-reliant in that association as are the other colleges and the university. The college will operate under these assumptions:

1. That all of American higher education, but especially the private liberal arts college, faces challenges resulting from very rapid change in society and culture.

2. That, in relation to such challenges, Hampshire College proposes to be both an undergraduate institution of excellence and an innovative force in higher education generally. Four ways Hampshire will do this are by being:

....a laboratory for experimenting with economically feasible means by which the private liberal arts college can be a more effective intellectual and moral force in a changing culture that it is now.

....a catalyst and innovator of increased inter-institutional cooperation in order to maximize the variety and quality of education available.

....a pioneer in making language a major component of liberal education, and in using advances in information transfer to increased effectiveness and economy in the process of education.

....a corporate citizen actively engaged in contribution to community life.

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*Amherst, Mt. Holyoke, Smith College, and the University of Massachusetts.

3. That, as a laboratory for undergraduate education in a radically changing culture, Hampshire College will explore ways liberal education can be a better vehicle for realization of self in society than it is now. The College aims at educating people to live successfully in contemporary and future society; its first students will live a quarter or more of their lives in the 21st century.

4. That Hampshire will demonstrate the possibility of developing an academic program of good quality, in an independent college collaborating with nearby colleges and a large university, with its costs met principally out of tuition income. Plans call for a College which will have these features and financial results:

....An enrollment by the beginning of its fourth year of approximately 1440 men and women.

....A faculty strength in its fourth year of approximately 90, or a faculty-student ratio of 1:16.

....Basic, decentralized modules of 360 students in its organization, with four modular units as the first projection.

....Expandability to ten modules, for an ultimate enrollment of 3600.

....Financial performance in its first four years as follows:

1969-70	($899,400)	operating deficit
1970-71	($511,200)	operating deficit
1971-72	$ 26,500	operating surplus
1972-73	$506,550	operating surplus

5. That the academic program of Hampshire College will reflect the view that curriculum development in higher education today must be a continual process.

6. That the Hampshire academic program will have as a principal concern the preparation of students to teach themselves.

7. That the College will organize its academic program into four Schools rather than into departments. These Schools will be groupings of related disciplines and subjects, not physical entities. They will be:

- The School of Humanities and Arts
- The School of Natural Sciences
- The School of Social Sciences
- The School of Language Studies

8. That students will proceed through the College academic program according to a divisional sequence, rather than through a fixed series of four academic class-years. The divisional sequence for many students will have a usual duration of four years; for others it may require less or more time. The three divisions will be:

....The Division of Basic Studies, ordinarily occupying one year of study, during which students will have experience in disciplines of inquiry and expression in all of the four Schools.

....The Division of Intermediate Studies, ordinarily occupying two years of study, during which a student will explore the disciplines and linkages of the four Schools further, and receive concentrated training in a single discipline or interdisciplinary field.

....The Division of Advanced Studies, ordinarily occupying one year of study, during which a student will complete a special study or project in his discipline and School, and participate in an advanced integrative seminar dealing with a broad topic which must be approached through a combination of disciplines.

9. That the College will have as its absolute requirements for graduation the successful completion of certain examinations and other tasks, rather than the completion of prescribed number or combination of courses.

10. That, while the above are requirements for graduation and course accumulations are not, it is likely that most students will follow three-course

balanced programs of class and independent studies in each of eight semesters.

11. That the Division I curriculum should give students a broad introduction to the College's conception of liberal education and to the nature of the four School fields, should give them intensive preparation in ways to carry on their own education, and should enable them to move ahead at their own pace in fields of special competence and interest.

12. That the Division II academic program, briefly described earlier, will be marked principally by a shift toward special disciplinary preparation and greater student independence.

13. That the Division III academic program will be highly specialized and individualized in terms of requiring the student to develop a special study or project, but that it will also require him to go back to breadth in the advanced integrative seminar and examination.

14. That faculty full-time load equivalents will vary in the divisional sequences as a function of the preparation of students for self-education and increasing reliance upon self-education after Division I.

15. That foreign language offerings in the Hampshire program will be limited in the regular academic year, but will be very active in the summer period, when foreign language institutes of the total-culture simulation type will be offered.

16. That, as earlier noted, a fourth major field will be added to liberal education at Hampshire in the form of the School of Language Studies.

17. That the community of the College will be designed to bridge academic and residential aspects of life, and to use a campus design which combines decentralization and centralization in a productive and interesting manner.

18. That Hampshire College will work to contribute to and strengthen the interinstitutional cooperation which has brought the College into existence. In this connection, it is recommended that Five-College cooperation be strengthened by providing for a full-time coordinator with adequate physical quarters, staff

support, and operating funds. Hampshire suggests that this step be taken by establishing a Valley Center for Cooperative Development in Education under a separate governing corporation representative of the Five Colleges.

19. That one of the principal concerns of Hampshire College will be to contribute to community life and civic enterprise in the Valley area.

20. That the planning, funding, and building of Hampshire College and the strengthening of resources for interinstitutional cooperation recommended in item 18 above should be undertaken simultaneously as mutually reinforcing and necessary parts of a significant advance in the evolution of a major educational complex in the Valley area.

Conference Comments: Hampshire College

The fiscal problems seem especially worrisome. Can it compete for faculty and facilities? Hampshire will be set four-square among four well-established colleges where faculty salary scales are high.

There should be some easy student transfer process between Hampshire and the four sponsoring colleges. Since Hampshire will have a stretchable program, extending often over four years, some of the students, or at least the students' parents, may want them to go back to, say, Mt. Holyoke, to get their sheepskin at an earlier date.

Hampshire may have trouble recruiting faculty, since our graduate schools are turning out people who want to do research. Since Hampshire's emphasis will be primarily teaching, they are not likely to attract many of the bright young Ph.D's. Perhaps the College will need to make available to faculty some time for research. The matter of recruitment may be further complicated, since the Deans of the four divisions will be looking not for specialized people, but for teachers who can work in the wider context of their disciplines, with broad interests. These may be hard to get. They are few and far between. Are you going to be able to find psychologists who can converse with physicists, and historians who can enter the world of the mathematician? When you have a total faculty of eighty, you cannot hire in every discipline, and some interesting choices will need to be made.

PATTERNS FOR CHANGE: III

Surmonte: A Learning Center
Designed by Students of Loretto Heights College

Surmonte is a particularization of a philosophy of education held by its designers which provides in theory an institution that recognizes and replies to the individual as he is and as he will be. Possibly Surmonte might serve as a challenge to already-existing colleges and to the designers of those still to be planned.

Based on a belief that a person is a unique unity of diverse parts--naturally creative and basically curious, Surmonte recognizes that there is no single way to autonomous learning for all persons nor a single way for any one person. A learner-centered community, Surmonte aspires in its total curriculum to meet the varied needs of an ever-changing community of learners. Flexible and adaptable, on-campus study addresses itself to problem-solving and question-pursuit through individual and group efforts. Surmonte's year-round calendar, composed of time periods of varying lengths and concentration, operates from a basic plan of three years with reduction and extension of tenure dependent upon the growth and interests of the individual learner. Not every person at Surmonte will spend the same period of time in the process of receiving a degree in Liberal Arts. Surmonte serves as a learning environment of no set duration.

Curriculum at Surmonte is defined in terms of the total environment; consequently, all aspects of the learning community, particularly the personnel and the physical arrangements, are integral parts of the overall design. Expected faculty qualifications have been heavily weighed under the belief that the most basic and beneficial education takes place where a person is engaged in attacking problems with persons distinctive for their concern and interest in the learner as an individual and his exposure to a broad spectrum of sources as these relate to the pursuit of answers.

Flexible and adjustable as Surmonte is, the designers of this stone-and-mortar theory are not so naive as to believe that sufficient experiences to constitute a complete education could be entertained within the compass of one physical location. With a curriculum that not only permits but insists upon off-campus encounter, Surmonte attempts to fill the gap between learning and living which we believe most existing institutions of higher education create. A potentially unlimited learning environment is Surmonte's answer to today's demand for relevancy.

Surmonte will provide faculty seminars, off-campus experience, student-designed independent study, learning and living units, annual re-appraisal of student progress, flexible student and limited faculty tenure as well as availability of learning opportunities through alliance with a large university.

Constructed on a basic three-year pattern, Surmonte's calendar will be flexible enough that any student may elect to extend tenure at the college in a variety of ways. Therefore, to speak of three years at Surmonte is to speak of a basic rather than a set plan applicable to all students. Surmonte is not a three-year college, although some students may work within its context for three years. In the three-year plan, any one student will participate in six on-campus quarters, two interim periods, and three off-campus experiences. A longer off-campus program is included in the second year with the opportunity for overseas work or study.

The two interims attempt to meet the need scholars have for concentrated periods to devote to one project or to one area of study. During a particular interim, a student could do intensive study in a foreign language, concentrate on writing poetry or perhaps paint. He might join a group on an extended field trip or work on some special research project. Faculty, too, would have extra time during the annual interim to concentrate on their own research and writing.

During regular on-campus quarters, a student's efforts are directed into three types of learning situations: independent work, seminar problem-solving, and course participation with options of programmed learning and/or a course at the university. The independent study, done under a faculty member as adviser, will be of the student's own creation; the problem-solving seminar, addressed to a major question such as how to make the deserts productive or perhaps how various cultures handle population problems, will be faculty posed. The content and design of courses will be the responsibility of the faculty belonging to each Learning Unit. Each quarter eight courses will be available to the 192 students on campus. It will be the faculty members in the two learning units on campus who provide a selection of courses which fill the needs for broad learning. The dean of on-campus study becomes the guardian of the students' need for breadth; therefore, the finalization of the offerings for each quarter rests with him.

There will be only two-thirds of the total student population at Surmonte at any one time. This assures greater use of facilities and faculty potential. It also, with an on-campus work expectation of six hours per week per student, makes an otherwise expensive education (1:11 faculty-student ratio) reasonable to finance.

A fourth-year option will be available in conjunction with the university for students wishing to specialize in order to merit a B.S. or an A.B. Those completing 125 credits at Surmonte (90 credits for 6 on-campus quarters, 10 credits for each 2 interims, 5 credits for each off-campus work experience) will be granted a Degree in Liberal Arts. The B.S. or A.B. would be granted by the university at the time a student has met the necessary requirements.

Curriculum

Creating a structure loose enough to permit the growth of individuality and independence in learning, yet sufficiently tight to provide opportunities for intellectual exchange and some supporting relationships, poses one of the most difficult problems for college planners. Finding, too, a plan that can be broadened as numbers increase without forsaking the advantages of the plan is likewise a problem.

At Surmonte, the basic structure (called A Learning Unit) is composed of 105 persons (9 faculty and 96 students). Each of the 8 faculty members will direct a seminar group of 12 students; the ninth faculty member, elected from the group of 9 for one quarter, will conduct a faculty seminar. As other faculty members rotate in directing the faculty seminar, the ninth faculty member substitutes as seminar director for that faculty-student seminar. For the purpose of this model, we will think of Surmonte as consisting of three such learning units, understanding that as the institution grows, its growth will be in terms of adding learning units rather than in terms of addition of students to existing units.

Living units of 12 students, each composed of 4 groups of 3 students from 4 different seminar groups, attempt to bring students into cross-contact with students pursuing other ideas; therefore, students will belong to two fairly stable communities--the learning unit and the living unit. Other student-faculty contact will be possible through courses (each group of 9 faculty offering 4 courses per quarter open to the 96 students in A Learning Unit) and through independent study done under any one of the 9 seminar leaders.

Evaluation

Recognizing that each learner is a unique individual, Surmonte avoids the possibility of categorizing its students as "A Students," or "C Students," which traditional grading systsm seem to do. Surmonte's view of such evaluations is that they are more an obstacle than an aid to real learning, because, too often, grades become the end of study.

Surmonte, in attempting to devise a valid appraisal of actual learning, uses a plan of individual evaluations. For the seminar, this appraisal is the joint effort of the seminar professor and the seminar members; for the independent study, the learner and his director evaluate together. In the written evaluations which result from this consultation, the individual learner's progress and his interest and creativeness are assessed. Course participation will be rated officially on a Pass-Fail basis. For those students who take courses in the university, there will be the added kind of evaluation given there.

At the end of each year, each learner will meet with a board composed of the learner's choice of at least three faculty members and two students who are familiar with his work. This group will discuss with the learner whether his progress at Surmonte is sufficiently satisfactory and satisfying for him to continue. It will not be uncommon for students to decide to transfer to another college or to the university, since Surmonte should be viewed as a network of learning experiences intended to develop a student's interest and open to him opportunities not necessarily capable of fulfillment at Surmonte. This appraisal should give the student some basis for planning his next year. Surmonte hopes that this type of evaluation will provide an aid to learning and a definition of goals.

Orientation

The first three weeks of the first quarter constitutes the orientation period. The purpose of orientation is to introduce the learner to the many ways to autonomous learning which Surmonte will offer him both on and off campus. During this period of time, the learner will begin to see that Surmonte is not a set curriculum, but rather an atmosphere and a philosophy within which he builds with others a curriculum from the available resources.

Faculty Expectations

Faculty at Surmonte will be broadly concerned with teaching and learning, both for themselves and for their students. They will be persons with a strong liberal education, dedicated to developing individuals rather than specialists. Faculty qualifications, therefore, will not be restricted to academic credentials, but extended to include other kinds of experience and interests.

It will be expected that faculty members be able to relate their particular specialties to other disciplines and be able to demonstrate the interrelatedness of knowledge. This does not mean that a person need be an expert in more than one area, but certainly he needs to be expert in the methods and techniques of learning and teaching--a person with competence to attack problems outside his own special field of interest. Since faculty will be expected to teach in both structured and unstructured situations, interest in this kind of dual role will be expected. Faculty will participate in their own seminar each quarter.

Initially, a faculty member will be given the option of a one or two-year contract. This contract will be renewed until the end of the third year. At this time, the president, with his advisory, will consult with the faculty member about granting tenure. Tenure will be given for seven years with the faculty person reserving the right to sever his tenure at the end of each academic year. At the end of ten years, a professor will be expected to leave Surmonte. Through this process, Surmonte provides a flow of new persons into the college, as well as a flow of special talent into the academic marketplace. It is believed that the kind of person who will find no difficulty moving into a new position at any time, and also the kind of person whose experience at Surmonte with its opportunities for self-enrichment and study, will have a high market value at an age which would run somewhere between thirty-five and forty-five. Faculty members who come to Surmonte at a later age would tend to be those who between 45 and 55 would look forward to productive years of research and writing following a ten-year teaching career at Surmonte.

Faculty Assignment and Load

Faculty at Surmonte will be given no academic rank within the institution, but all who have tenure will be of professorial rank as far as the academic world is concerned. Every attempt will be made to have persons in each group of 9 with different academic backgrounds. Each faculty unit of 9 persons will work together for one academic year. At the end of each year, in July, two faculty members from each learning unit will rotate into one of the other two units. Since students will ordinarily work with the same seminar director as long as he stays at Surmonte, this rotation brings students into contact with other students and faculty as Learning Units shift.

Graduate students from the university will be employed as lab supervisors, seminar resource persons, and guidance and counselling personnel. Some graduate students in the university's student personnel program will be given living accommodations in exchange for a certain number of counselling hours.

Administration Policy

The president will be appointed by the board of trustees subject to a two-thirds faculty approval. His appointment will be for five years. The president will choose from among the members of the various learning units a dean of on-campus study and a dean of off-campus study. With every change of president, the deans will retain their positions until the new president has time to determine whom he would like for these positions.

The president will have an advisory board of faculty and students elected by the respective groups. Each of the three learning units will have one faculty representative and two student representatives on the president's board. The two deans will be *ex officio* members. Therefore, the board will have two five-year members, three faculty members elected for two-year terms and six students each with a year's term. Each student will choose an alternate as his replacement during his off-campus period.

The board of trustees will be made up of fifteen persons who believe in the Surmonte philosophy of education. They shall themselves be persons of broad interests, persons who believe more in the development of persons than in the production of professionals. At least two members should be in some way associated with the university. One-third of the board shall be elected every year for a three-year renewable term.

General Concept of Resident Living

Recognizing that on-campus living provides unusual opportunities for exchange of ideas, concentration on study, and informal social activities, Surmonte requires all students during on-campus quarters to belong, until the last quarter of the third year, to a living unit of twelve students, composed of three from each of four different seminar groups. Also, for convenience of exchange and collaboration, all twelve students from a particular seminar will be housed in the same five-story residence.

Surmonte will be located within walking distance of, if not directly on, the campus of a large university. Since the college prefers to invest in those aspects of the living-learning environment which a small college can best provide, Surmonte will depend upon the university for those facets of higher education which only an institution with greater resources can supply, namely, expensive equipment for science research and highly specialized personnel. Surmonte will maintain a basic library, but will depend upon the university resources in this area, too. It is hoped that the university will also provide a resource of faculty persons who may look to spending a year or two at Surmonte as a stimulating change of pace as contrasted with their work in the university setting.

Conference Comments: Surmonte College

Most traditional college curricula provide a certain set of objectives, which, at the end of four years, can be tested, and against which college performance may be judged. If we have, essentially, four years of independent study, how are these objectives going to be met, if they need to be at all? These questions will be resolved around the basic mission of what Surmonte really is trying to do.

What kind of students will Surmonte attract? There are many students who are somehow discontent with the kind of education they are getting, even though many cannot particularize it. Surmonte may be an answer for many of them. It will be important to further discuss the end product of Surmonte. It would, first of all, develop the individual's basic knowledge. Secondly, the ability to interrelate effectively with others. Thirdly, the acquisition of learning skills. Under each of these, the entire program should be analyzed, to see what end will satisfy what goals.

You will have to work out your interinstitutional relationships. If no credits are given at Surmonte, what happens for the girl, for example, who wants to transfer to, say, Loretto Heights in her sophomore year? Are the teachers going to accept such an arrangement?

Also, what kind of administrative direction would such a college have? If Surmonte's head is to be a professional administrator, his faculty will probably cut him to pieces. But as it gets bigger, one may need a professional. But this is not indicated at the start. Whoever Surmonte's head is to be, he should be jointly appointed by the board and the faculty.

How to launch such a college is the basic question. What might its sources of financial support be? Perhaps, one way would be to get three or four faculty deeply interested in the program, and attract a given number of students for a beginning term. Or perhaps it is best to start on an existing campus, which eliminates, for one, the high cost of overhead. To recruit outside people may be offensive to the existing faculty. One way to begin is to take a freshman class and take them through a year at a time. It would be best not to start with 2nd and 3rd years the first year around.

PATTERNS FOR CHANGE: IV

Roger William College Experimental Program

The College will be structured as two divisions, junior and senior.

One basic assumption for the junior division is the inter-relationship of all knowledge. In this sense, the program will focus on those areas of inquiry which are characterized by the general term "philosophy," but not in the usual academic context of philosophy as a discipline.

The freshman program will probably comprise a core of common studies including:

1. Linguistics, Communication and Miscommunication: An analysis of cultural, sociological and psychological considerations which convey meaning and also fail to convey meaning.

2. Logic and Systems: An analysis of mathematics as a philosophical system, with comparison to Utopian literature. The limitations of Aristotelian logic will be compared with non-Aristotelian logic.

3. Philosophy and Methods of Science: The scientific method will provide the focus, with emphasis upon the analysis of defining problem areas. The study will include an emphasis upon the effects of organization as evolving from categorization or classification. Basic concepts such as ecology shall be included. A typical book for common study could well be The Art of Scientific Investigation, by W.I.B. Beveridge.

4. Philosophy, Ethics and Values: An analysis of American and world literature as these dramatize values and ethics.

5. Research Methodology: Jacques Barzun's book, The Modern Researcher, tends to incorporate the type of material to be used during the first part, with the course in the second semester becoming one of independent study with a tutorial base.

More latitude in choosing electives will be offered in the second year of the junior division program. Required subjects during the sophomore year will include independent study designed to give the student further opportunity for significant introspection. A philosophy paper will doubtless be required as the summation of the two-year curriculum. Along with the developing concepts of inter-relationships, the paper will also be an attempt by the student to crystallize his own developing philosophy of life with the understanding that it is an ever-changing process.

Education is a process rather than a product. Formal education should help the student learn to continue his education effectively, efficiently and meaningfully on an informal basis. The junior division, therefore, is designed in this regard to be complete in itself. To further emphasize this concept, a new alumni relationship will be developed on the premise that the college is responsible to its students in their continued search for significance.

Senior Division

It is anticipated that students may wish to continue their education elsewhere, and thus may wish to transfer from Roger Williams to another senior institution. It is our plan to encourage this action among students who prefer more traditional major areas of concentration.

Some students, on the other hand, may wish to complete their formal education with the end of the junior division. It is our hope that Roger Williams College will be able to aid such students in their continued informal search for significance after two years.

Still other students will wish to transfer into the senior division. This division will offer major areas of concentration which do not seem to be duplicated on other college campuses. There is no reason for Roger Williams College to have a major in history or political science because there are already many excellent colleges giving majors in these areas as well as in most of the other usual disciplines.

Since the new Roger Williams College will be a college which is a part of as opposed to apart from both the surrounding and the world communities, new major areas will have to be developed as new community needs are eventually recognized. The following are representative of a number of new major areas of concentration which might be developed at Roger Williams:

1. International Student Program

This major area is based on the idea that we have as much (if not more) to learn from other societies as we can teach them. This is an area of study completely opposite to the missionary approach wherein we teach "backward peoples." Instead, we accept the fact that we have things to learn from all peoples. It will be developed as a unified concern for the people of the world.

2. Mass Media of Communication

This is a major area which is problem-centered, but not in terms of journalism, television, drama, publishing, etc. Neither is it centered in terms of separate courses in the psychology of the audience or the sociology of the mob. Instead, it is an attempt to analyze the various media which exercise power on man's thinking. This area attempts to define ways in which mass media can be used to promote the basic concepts as outlined in our own philosophy of education. It is, in effect, an analysis of what media should be doing and how they are presently doing it.

3. Conservation

Still another four-year major might evolve from a concern with the conservation of natural resources for the renewal of human resources. This does not involve the old concepts of conservation for the means of production or conservation by "Smokey the Bear" in order to conserve wild life. Rather, we conceive of this as expressed by Thoreau a hundred years ago when he went into the woods to "learn to live."

4. Elementary and Secondary Education

It is quite possible, inasmuch as this is perhaps the most important area of the four, that this will eventually become the total focus of the senior division of the College. The other three major areas may well mesh into our concepts regarding teacher education. There are great reforms needed in teacher education, and it is conceivable that if the philosophy of education we pose is valid, we may decide to focus entirely on this as a major area of both the professional and individual development of our students to combine into what education should be: mainly, the total development of the teacher as an interesting, understanding, creative individual.

While students may wish to concentrate in one of the above areas, it will be expected that both formal and informal, campus and off-campus experiences will contribute to an inter-relationship among the four areas.

Off-Campus Learning Centers

The new college campus will be considered a part of the local, national and world community. The existing college in downtown Providence will not be abandoned, but will serve as a base for study and involvement in urban problems.

Problems of Implementation

There are many problems of implementation confronting an institution which designs itself on experimental base. Problems which other colleges face and solve for the most part remain solved for a considerable length of time. Grades, college calendar, transfer of credits, accreditation requirements, selection of students, in-service training of faculty, financial support, etc., are some of the problems we must solve. All these and many more must be tested against the design base of our organization as an experimental college.

We shall, of course, come to terms with a working organization to handle these housekeeping details. We shall constantly stress that those details are best which work efficiently and effectively toward the end of contributing to the ideals as developed in the basic philosophical outline.

These details usually comprise the basic material of a Utopian design, which shows how wonderful life is once you get there, but never really tests the pain and agony of the process of arriving. The new Roger Williams College goes on record as recognizing the ceaseless process of change and thus we are free of any need to preserve and conserve. Instead, we may put all-out energies into the process itself.

In effect, most of the details of implementation will be innovative in that they will serve to do what we want done at a given time. It is doubtful if there will be any new calendar nor any new grading system. Our charge is to find those details which can best serve the purpose as described in our basic philosophy; the belief in shared power and shared responsibility within the context of a community seeking continual renewal.

Conference Comments: Roger Williams College

If we push the decision-locus down to the students, will the Roger Williams model work? To start out with a bureaucracy in the experimental unit, you will probably never get student democracy. Although there is already a going structure at Roger Williams, a new college ought to be started from scratch. Can we, on an unplanned basis, bring students and faculty together and expect something to happen? They cannot meet in tents, obviously. Some form of structure, therefore, and some kind of administration must precede it.

The purpose of the first semester should be to develop the interests by students in broad subject matter. It would not be set up in advance, but would have to be improvised. This would certainly involve the student more, and would provide greater opportunities of student and faculty working together and sharing knowledge. Some of the students one is likely to get in this sort of situation are the ones who have not quite made it in the Establishment. This fact must be put into the equation of any experimental learning center. An experimental situation gives them a chance to formulate some of their own needs. One gives them a map of learning, so to speak.

The problem for Roger Williams College is to provide an arena where the faculty can really construct an education. Faculty are not going to divorce themselves from all of their past experiences. They must be accommodated. It is particularly hard for post-adolescents to know what their intellectual needs are. You use the enthusiasm and drive of the students, and the knowledge and experience of the faculty. Most of Roger Williams students, however, are vocation-oriented. Is this type of student likely to take to the experimental idea, and is he going to fare well in it?

The president and a small group may have to put their reputation on the line, and say to the faculty that they ought to try a certain path. To leave it up to others without such leadership may preclude any true innovation.

PATTERNS FOR CHANGE: V

State University of New York College at Westchester

The College will open in 1970 on a 500 acre, $62 million campus and achieve an enrollment of 5000 or more within a few years. The major work of the College will be in the Liberal Arts and Science, but the College will be internally organized with a semi-autonomous faculty for the education of professional artists. The College will award the bachelor and master's degrees, with strong emphasis upon upper division and graduate instruction. To avoid curriculum and calendar rigidity, capable students will be admitted without a high school diploma, within broad limits allowed to determine their educational experiences, and granted a degree when competency is demonstrated without regard to length of collegiate study. Extensive use of mechanical devices and programmed learning is planned to relieve faculty of repetitive work while providing time for research and student-faculty discussions. There will be a few conventionally taught courses; most individual interests will be met by tutorial, seminar, laboratory instruction, studio assignments and individual study. An Instructional Resources Center will be staffed with technical experts to aid faculty in preparing audio-visual materials, closed-circuit TV, computer-aided instruction, independent study courses, and programmed instructional materials, with testing experts to help faculty and students to evaluate progress.

The organization of the College will identify two faculties: the Academic Faculty under the Vice President for Academic Affairs, and the Arts Faculty under the Vice President for Performing and Visual Arts. The faculties will be organized in divisions and departments. Physical Education and Education will be separate service departments. Lower division instruction will be completed in the Division of General Studies. Students will complete the lower division work in two summers and one academic year. Vocational and academic guidance will be emphasized. Academic counselling will be done by instructional faculty. Other counselling requiring diagnostic, clinical or informational skills will be provided by the Guidance Center.

In the Arts, talented persons whose academic background is inadequate to support work toward a degree will be admitted without matriculation privileges. Before or after admission, students may secure matriculation privileges by competency examinations. No student, regardless of academic background, will be required to work toward a degree. Formal course work for Arts students will be emphasized in the summers when there will be few road tours and group rehearsals. The Arts Faculty may award 30 credit hours in the performing arts toward the B.A. and 45 hours toward the B.S.

The campus will be physically arranged so that each student spends the majority of his time in the buildings and on the grounds of his division. Each division will have a study center and limited library with study space equipped with a desk, bookcase, TV, and sound-recording receiver for each student. Graduate students will continue to identify themselves with the buildings of their academic field.

Students will be accommodated in coeducational residence complexes housing approximately 1000 students. Each residential complex will have recreational, dining, and counselling facilities, as well as rooms for use as discussion or informal seminar rooms. Faculty will conduct some seminars in residential complexes. A Professor-in-Residence will be housed in each complex. Each complex will include a Celebrity Suite to house visiting artists or scholars among students for maximum contact. Language houses will be included in the residential program.

Organizationally, the College will be divided into two semi-autonomous bodies: The Center for the Performing and Visual Arts of the State University of New York, under direction of a Vice President for the Performing and Visual Arts, who will report directly to the president of the college; and the remaining instructional departments and divisions of the college, which will be headed by a Vice President for Academic Affairs, who will also report directly to the president of the college. These two major divisions, more conveniently called the Art Center and the Academic Sector, will be further divided into divisions and departments. The division or department in which a student enrolls will take the responsibility for his academic guidance.

The Instructional Resources Center, administered by a Dean reporting to the Vice President for Academic Affairs, will serve the Art Center as well as the Academic Sector. The principle purpose of the Instructional Resources Center will be to provide the teaching faculty with technical assistance. Such assistance will include making motion pictures and slides, producing and taping television programs, making sound recordings, the use of computers for testing and for instruction, the use of devices for programmed learning, and expert aid in the development of tests.

Serving all students of the college, the Department of Physical Education will exist outside the Academic Sector and the Art Center. (The department head will report to the Dean of Students.) It will offer no courses for credit, but will be responsible for programs of physical education and intramural sports. The college will engage in intercollegiate athletics only as student consensus may warrant and State University policies may permit.

The general coordination of student personnel services, including guidance of student activities, supervision of physical education, administration of the residential program, and personal counselling will be supervised by the Dean of Students and an appropriate supporting staff. The program will be extensively decentralized in order to provide services conceived in terms of the interests and needs of particular groups of students at places where they cluster. General counselling will center in the student residential areas, where personnel, offices, and other facilities will be located. An Associate Dean of Students, reporting directly to the Dean of Students, will be assigned to each of the residential centers.

The counselling job at Westchester College, with its emphasis on fine and performing arts, will be a particularly demanding one. The population of this college undoubtedly will include a substantial number of unusually sensitive, volatile personalities. It is important that proper provision be made for helping those in this group who need assistance, but it is equally important that nonconformity and creativity not be mistaken for maladjustment. Entering students are to be selected primarily on the basis of high academic promise. Except for specialized courses selected in a major field, the first half of the student's degree requirements, equivalent to the traditional freshman and sophomore years, will ordinarily be completed in the Division of General Studies. Most students will be admitted to the Division of General Studies in July and study continuously through the following academic year and summer session.

Two summers and one academic year of study will complete the first half of their college program. (First summer - 10 weeks, 12 semester hours; academic year - 32 weeks, 34 semester hours; second summer - 12 weeks, 14 semester hours. Total 54 weeks, 60 semester hours) While the Division of General Studies will be devoted largely to general education, students will also concentrate in academic fields of special interest to them; consequently, vocational and academic guidance will be an extremely important function of the division.

The Division of General Studies will have no faculty of its own. The other instructional divisions and separate departments will assign faculty scholars to teach courses offered within the Division of General Studies and to serve as academic advisors to students enrolled in that division. The Division of General Studies will be a direct responsibility of the Vice President for Academic Affairs, advised by the Faculty Committee on General Studies. This committee will include representatives of each of the three instructional divisions and the Art Center.

The Divisions of the Behavioral Sciences, the Humanities, and the Natural Sciences are open to any student at any time the faculty of the division decides he is qualified. Normally, such matriculation will occur when the student has mastered work generally equivalent to that of a traditional freshman-sophomore program. Some students who have completed a portion of a college program elsewhere will transfer to Westchester by matriculating directly in one of the divisions, rather than enrolling in the Division of General Studies. The work of matriculated students will concentrate heavily in the field of major interest, although there will be provision for elective work in other academic and artistic areas.

The Department of Education will operate separately from the divisions and entirely on the graduate level. It will offer various master's degree programs leading to a certification for teaching, supervision, or administration in the elementary and secondary schools. It will also offer graduate-level programs in the art of teaching for persons preparing for careers in higher education.

The curricula of the Center for the Performing and Visual Arts will give first consideration to development of the students' artistic talents. Secondary consideration will be given to meeting degree requirements. Because students will devote much time to rehearsals and road tours, they will not be able to adhere to traditional class schedules. Consequently students who seek a degree will make extensive use of individual study and competency examinations. Formal course work in the normal academic sense will be emphasized during the two summer sessions, when road tours and group rehearsals will not ordinarily be scheduled.

Curricula leading to baccalaureate degree must conform to the general guidelines established by the State University of New York. However, for the Bachelor of Arts Degree, the Center may award credit to a maximum of thirty semester hours for work completed in the visual and performing arts. The faculty of the Art Center will determine the requirements to be met for awarding such credit. Similarly, the Art Center may award up to forty-five semester hours toward a Bachelor of Science degree for work completed in the visual and performing arts.

Master's degree programs offered in whole or part by the faculty of the Art Center will be established in full accordance with applicable State University policies.

The most important task of the Art Center will be the development of artistic talent. Degree requirements must not be permitted to distort this primary mission. With State University support, the faculty must develop concepts and techniques that permit students to obtain academic recognition. Such recognition may take the form of diplomas issued by the University's trustees, or it may be achieved in some other manner recommended by the faculty.

For academic reasons, Westchester college's student body will be divided into six major groups: students matriculated in the Art Center; students matriculated in the following divisions of the Academic Sector: General Studies, the Behavioral Sciences, the Humanities, and the Natural Sciences; and students matriculated in the Separate Department of Education. The central portion of the campus, the Commons, will contain the offices of the college staff and various facilities that will be used by all students and faculty members. Surrounding the Commons will be five major areas, four of which will house the divisions of the Academic Sector. The fifth area will house the Center for the Performing and Visual Arts. The complex of buildings for each division and for the Art Center will be designed to promote interaction between faculty members and students, as well as among students. In addition, a building will be needed for the separate Department of Education. Space will be reserved for the addition of buildings to house new non-divisional departments that might be created in the future.

Conference Comments: Westchester College

While it is important to state one's institutional goals at the onset, it may be difficult to do so in the case of the College at Westchester, as no single set of goals may apply equally to the liberal arts and the performing arts aspect of their program. There may also be some fundamental questions in regard to introducing an experimental design. The five axioms from which much of the Westchester planning might come are these: (1) It will eventually be a fairly large college, (2) It will be predominantly undergraduate, (3) It will be a public institution, (4) It is located near a metropolitan area, and (5) There will be particular stress on the performing arts.

Might it not be difficult to administrate such a campus within the context of a large system?? Would it not be possible to develop other interdisciplinary courses, and be particularly certain not to slight the natural sciences?

Would it be possible to introduce the tutorial concept during the first year? Such tutorial might involve four to six students in a group, with two hours per week devoted to such a tutorial pattern. These could be in the humanities, the social and the natural sciences. University lectures might be offered in conjunction with such tutorials, open to any student who chose to attend.

Is it possible to work some general education course into such a model? How can one measure academic progress, especially in the performing arts? This may pose a problem. Also, because of its proximity to Manhattan, how can Westchester students become involved in the social problems of the city? There may also be a possible danger of Westchester gradually slipping into more traditional patterns. Therefore, some experimental facet on a continuing basis may be crucial to Westchester's continuing success as an innovative institution.

PATTERNS FOR CHANGE: VI

College of Oak Ridge

Change is one of the striking characteristics of contemporary society. To contribute effectively to this society, a person must be flexible; but, paradoxically, flexibility is best achieved by a mastery of fundamentals. The College of Oak Ridge intends to emphasize this view and hopes thereby to graduate flexible generalists rather than rigid specialists. A "generalist" is defined as, first of all, an individual who has more than a superficial acquaintance with the arts, the humanities, the social sciences, and the natural sciences. But even more important, a generalist is a person who has grasped the underlying principles of the subjects he has studied and who has, therefore, gained the potential of mastering any of a wide variety of specialties, including some which may not even exist at the time of his matriculation. Along with this emphasis on fundamentals, the College must offer the necessary specific training to the growing number of students who wish to go on to graduate or professional schools. There is no inconsistency in these two aims. Fundamental, rigorous courses in physics, mathematics and chemistry, for example, would provide a student with the necessary background for other fields such as biophysics, biochemistry, engineering or astronomy. Or courses in English and foreign literature, writing and history would provide him with the basis for a career in journalism, teaching, or drama. In fact, it is believed that attention to fundamentals will provide a student with a stronger background than if the College were to attempt to graduate qualified specialists.

To be flexible, an educated man must be knowledgeable. Although all colleges obviously teach facts, some consider the acquisition of factual information subordinate to the grasping of ideas and concepts. The College of Oak Ridge believes the two to be inseparable. It will therefore not only require its students to absorb large quantities of factual information, but it will also require them to learn facts with precision and to evaluate them with respect to their pertinence to a particular problem or question. Although most of the factual information will be presented as unchallengeable "truth," the student will also be shown that not all facts are immutable; some, at least, are products of the human mind and are therefore subject to the errors and vagaries of that instrument.

Requiring a student to demonstrate his reasoning by spoken and written word is important in another way; he will be encouraged to communicate accurately. The acquisition of knowledge and the ability to reason may be a source of pleasure and pride to the acquirer, but are of little use to him or to society if he cannot communicate. Precision in speaking and writing cannot come from a single course in freshman composition. It will come only if it is required in all courses, discussions, and written reports. The ability to use English can also be enhanced by familiarity with a foreign language. Students will be expected to become reasonably fluent in a foreign language, not only for this reason, but also as part of the College's emphasis on the interplay between a citizen and his community and between citizens of one nation and those of other nations.

Colleges tend to treat individual courses and subjects as separate compartments of knowledge; but society blurs these distinctions. Politics interacts with science; science influences literature; and literature reflects history. Although there is debate on the extent to which these interrelationships should be stressed in college, there seems to be little question that some awareness by the student of the interdependency will make education a more realistic experience and likely a more meaningful one. Where possible, this interdependency will be pointed out in formal course work. It will, of course, be even more strongly emphasized by the College's hope to involve students in the community.

The College realizes that these general aims can be implemented in many ways and, therefore, does not wish to embrace any particular pedagogical technique or philosophy. It does seem clear, however, that no single instructional method is likely to suffice. Lectures, reading, research, seminars, discussion groups, and tutorial study will all be required and will be used in ways decided upon by the president, the dean and the faculty.

The College of Oak Ridge aspires not only to excellence, but to relevance. The commitment to an education relevant to today's world assumes special programs and policies specifically designed to avoid the academic isolation of many institutions of higher learning. Students are to be given opportunities to participate in community activities--not simply to talk about them or to prepare themselves to participate later. This is based on the recognition that students should be living and not simply preparing for life.

Through these opportunities, the development of leadership and citizenship should occur. Students should find ways to apply their learning and will discover the importance of continued learning for the solution of problems. In addition, community participation should develop the student's skill in working with people of varying backgrounds, interests, and levels of educational achievement.

It is becoming apparent on many campuses that students are not willing to wait until they are "certified adults" to relate to the world around them. It is the hope of the College of Oak Ridge to channel this desire for relatedness into constructive activities both as a means of tapping an important human resource and as an educational device. Students will therefore be encouraged to participate rather than to protest, to seek responsible solutions rather than simply to raise questions.

A specific program providing for student participation in many different ways in community activities must be developed. Such a program might include opportunities for paid work for those students with needs. It would also involve voluntary work with civic agencies. The student's work might take the form of actual participation in the processes of operating programs, or it might involve library research and special reports of value. The key points will be relevance of the activity to community needs and contribution to the student's development. For example, students might work with the City's planning commission, with the Melton Hill development district, with the Clinch-Powell River Valley Association, the local newspaper, the Chamber of Commerce, the Human Relations Board, local enterprises, or countless other private, public and voluntary agencies.

Experience with the use of students as workers through internship programs and other arrangements has proven the values which accrue to both the institution involved and to the students. Students provide new ideas, stimulations, and vigor in their assignments. Student interns previously used in the Oak Ridge area in development programs have contributed to the installation of a sanitary land fill in a rural county with a garbage disposal problem, to the recruitment and selection of trainees for basic adult education and manpower training programs, and to the identification of assistance programs available to local communities. In the process of making contributions, the students were challenged to apply their talents and energies to the problems of their environment, were stimulated to pursue their education as a means of increasing their capabilities, and gained insights that cannot be provided in the classroom.

The deliberate programming of these experiences, which many students achieve to a limited extent through part-time or summer work, offers many possibilities for strengthening the educational process and for applying students' capabilities to significant activities. This type of experience might be especially helpful to non-citizens who seek an understanding of this country and its institutions.

Community relatedness must not be limited to student activity. The College as an institution must be a part of the community and the region and must provide ways for the participation of the surrounding community in its program. This is implied in the rationale developed relating to the special advantages of Oak Ridge. The potential contributions of the community of Oak Ridge are considered basic to the justification of a college here. The College is also seen as a means to "bring to a scientific community fuller appreciation of the humanities and social sciences." A role for the College in relation to the surrounding area is also contemplated.

The commitment to relatedness has important implications for many facets of the development of the College. To a large extent, the success of building creative relationships between the College and surrounding areas will determine the character of the institution and the culture of the College.

In campus planning, the needs and plans of the community must be integrated with the plans for the College. The proposed campus is to be located in the center of the community of Oak Ridge rather than isolated physically. This will make possible joint use of certain facilities; for example, it may be that the College library and the community library should be one. Oak Ridge's need for an indoor sports facility might be coordinated with the College's physical education program. College facilities for cultural pursuits such as dramatics, graphic arts, and music should be developed with the community's needs and resources in mind.

In actual operation, activities of the campus and community might be melded; for example, collaboration between civic music, art, and dramatics activities would be important. The educational program of the College should develop with consideration for other educational institutions and activities in the community. Programs involving public schools, the rehabilitation center, the University of Tennessee graduate program, adult education, literacy training, special language classes, and other activities should be developed. Cooperation with local churches might provide the basis for the student's religious activity program.

The use of qualified part-time faculty drawn from the community is to be encouraged, as is the controlled participation of regular faculty members in research and consulting arrangements with the Oak Ridge laboratories. The possibility of using carefully selected interested local professional personnel as volunteer advisors to students has been suggested and may provide a good means of giving students increased individual attention and of relating their academic studies to the world of professional work.

To make the community relatedness program meaningful, the faculty must be encouraged to participate in community affairs providing leadership where needed. They must be given support by the College through the provision of time and use of facilities for community activities. The resulting atmosphere should be one of scholarly learning coupled with dynamic participation and involvement in the affairs of the world.

Just as language can be taught, so too culture can be imparted. Just as a bilingual person can have great value to his society, a bi-cultural person can be of great value to the culture he shares. As a means of helping to achieve the sought-for understanding, it is proposed that a significant number of the students of the College of Oak Ridge be composed of carefully selected foreign nationals of other cultures. The College would thus play a role in producing leaders trained to deal with the broad international problems that confront the world; not only would these be leaders of the United States, but they would also be the leaders of other countries. It is in the performance of this role that the orientation of the College toward community and area service could have an unusual and perhaps unexpected significance. Through this avenue the foreign student could be exposed to a real segment of life in the United States rather than to the necessarily atypical environment of the ordinary undergraduate college.

The experience gained by the foreign students from living in Oak Ridge and attending the College of Oak Ridge would, in some ways, be unique. For the most part, foreign students studying in this country have been localized in the large population centers. Thus, although they may get an idea of the nature of the large urban segment of our culture, they miss another large segment--the essentially rural portion. It might well be a more meaningful and powerful experience for these students, from countries that have essentially agrarian economics and cultures closely related to the agrarian way of life, to see that portion of our society which most nearly parallels their own. The stress in the College of Oak Ridge on student participation in community and regional civic and cultural affairs should afford an ideal opportunity to provide this experience.

To a considerable extent, real progress has been made along the lines of understanding other, quite different cultures in the European area. The widest gulf in understanding, and in many ways the most important, except Africa, lies between us and the Middle Eastern and Far Eastern countries. It is here that a serious attempt must be made to reach a mutual understanding and recognition of the deep-seated motivations for our actions.

Conference Comments: Oak Ridge College

The financial viability of beginning an experimental college in the Tennessee area was urged for a thorough review. Conference discussion also was concerned with Oak Ridge College objectives, the design of off-campus programs, the question of the year-around calendar, and the function of the board of truestees in academic planning.

It was felt that year-around operations work best when the pressures for admittance are high. There was a basic question as to whether this would in fact be true in the case of Oak Ridge College.

Is it justified to have the curriculum equally balanced in the humanities, the social sciences, and the natural sciences, since its location at Oak Ridge presents some obvious disciplinary appeals? Should there not be particular emphasis on the natural sciences? The desirability of a self-study after the first five years of its life was proposed, after which objectives might be redefined, as well as its admissions policies and basic college character.

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